

Childminder report

Inspection date: 4 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe with this nurturing childminder. They confidently introduce themselves to the inspector and invite her to join in with their play. Children spontaneously give the childminder cuddles, which are warmly reciprocated. The childminder makes the best possible use of information from parents when children first attend to plan a rich range of activities and experiences that immediately fosters children's curiosity and inquisitiveness. For instance, children enjoy experimenting with small tools to pick up cooked spaghetti and dry cereal to fill different-sized containers. When some children find it challenging to use tongs, the childminder models how to use them effectively, showing how they can also be used to cut the spaghetti. These activities help children to develop the small muscles in their hands in preparation for writing.

Children benefit from a broad range of outings that enhance their understanding of the wider world. They learn about seasonal changes in the natural environment by observing how leaves change colour. Listening walks help them identify and distinguish different sounds. The childminder is a positive role model and has high expectations of children. She consistently uses good manners when speaking with children. This motivates them to say 'please' and 'thank you'. The childminder gives children plenty of time to build positive relationships with one another. Children listen to each other's ideas and show a high level of imagination as they create stories with small toy characters.

What does the early years setting do well and what does it need to do better?

- Children are confident communicators. The childminder speaks clearly, repeats words that children say to support their correct pronunciation and consistently provides a commentary to her own and children's actions. This helps them to link words in context. She introduces children to descriptive vocabulary, such as 'rough' and 'smooth', as they immerse themselves in sensory play.
- Children's behaviour is good and appropriate to their stage of development. The childminder clearly explains the importance of sharing resources and gives gentle reminders to respect each other's space and living things. Children learn how to carefully hold and stroke the childminder's friendly rabbit. The childminder recognises and values children's emotions, supporting them to express their feelings appropriately and develop the skills to manage and regulate their behaviour. She successfully supports children to navigate and feel positive about changes in their lives, such as the arrival of new siblings and their transition to school.
- The childminder has a clear intent for her ambitious curriculum. This prioritises supporting children to be happy, independent, confident and kind individuals to help them to succeed at school. The childminder precisely identifies what

children need to learn next to build on their existing skills and knowledge in a sequential manner. Although she knows children very well and provides stimulating learning opportunities, she does not always successfully adapt adult-led activities to consistently meet the individual needs of all children.

- The childminder teaches children the importance of a healthy lifestyle. Children thoroughly enjoy being outdoors in the fresh air. They develop strong core stability and balance as they walk along raised beams that are spaced slightly apart. The childminder encourages children to stretch their leg across to enable them to balance on the next beam. Children swiftly learn to assess their own risks as they work out that they need to move the beams closer together to enable them to jump from one to another. Children benefit from freshly prepared, nutritious meals. Children consistently follow good hygiene routines and show early independence as they wipe their own face after meals and persevere in putting on and taking off their shoes when moving between indoor and outdoor areas.
- The childminder, co-minder and any assistants she works with collaborate closely together as a team. They invest time to regularly reflect on and evaluate the quality of the provision offered to children. The childminder ensures that any assistants she works with receive frequent supervision meetings to help them to continue to develop their practice. The childminder completes some training. However, she has not yet planned focused professional development to ensure that her knowledge and practice are continuously built on and improved over time.
- Partnerships with parents are strong. The childminder keeps parents fully informed of their child's time with her. She provides parents with guidance and ideas to aid children's learning at home. Parents describe the childminder as 'amazing' and comment on the 'special bond' she develops with their children. Effective partnerships are in place for children who attend other settings. This helps to support continuity in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- adapt adult-led activities more effectively to support the individual learning needs of all children
- consider more focused professional development to build and improve practice over time.

Setting details

Unique reference number	2734007
Local authority	Hertfordshire
Inspection number	10399975
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Stevenage. She works with a co-minder and part-time assistant. The childminder operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides government-funded early years education for all eligible children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on the children's learning.
- The inspector held a number of discussions with the childminder, assistant and co-minder at appropriate times during the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity, and they discussed their findings.
- The inspector spoke to the children during the inspection and took account of the views of parents through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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